

MODULE REVIEW

MODULE TUTOR - REPORT FORM

The review of a module is carried out initially by the Module Tutor. When the module review is completed, its findings are considered by the Academic Director or Programme Manager and noted at the Academic Discipline's Annual Programme Review. Module feedback and what changes will be made as a result of the feedback given are also discussed at Staff Student Consultative meetings. This form is not compulsory but is provided to support the module review process.

Academic Session: Semester 1 / 2024/25 academic year
Module Title: L6 / ADVANCED CHARACTER PERFORMANCE
Module Code: ACCA6031

Student Feedback

- A new module for 25/26, and the final dedicated animation class, that enables students to raise the level of believability and performance factors within *their* characters or scenes, aims and targeted direction(s). Both sets of final year BA students from ANIM & VFX and GAMES DESIGN were enrolled, and over the previous two years have had other animation-specific content (from different colleagues) beginning with INTRO TO CHARACTER ANIMATION (Level 4) and then ADV CHARACTER ANIMATION (Level 5). In terms of feedback and engagement the vast majority of students were happy for more opportunities to extend their animation proficiency and actions (that could also link / compliment goals on the bigger module for the year, INDEPENDENT PROJECT). The majority tackled all the exercises and / or engaged with the class(es); yet, a small minority had alternate views, or expressed dissatisfaction with what they perceived as the same or similar topics that had been covered before, together with commenting upon the relevancy / validity of a final year animation module. *(See below for a response, factors to consider and more insights on what transpired / what might help, for future cohorts)*

Module Tutor's response

- This was the first time the tutor had seen some of the students. In the past the tutor had previously taken both the L4 and L5 animation modules (and had done for some twenty years); written *all* of the current module descriptors and assignments – and also throughout all the revalidation versions, etc. Despite this experience and expertise, the tutor pre-empted adverse perspectives and challenges that might lay ahead (each year included at least one negative comment on animation modules). In preparation, content was specifically constructed and pitched for L6 / graduate level, with terms and approaches that were closer to industry level positions, technically, aesthetically, and in adopting performative theories. A conscious move, from the tutor, to *raise the bar*, for this first run of the module, delivering topics and principles that individuals (even one that had voiced discontent) would become enthused and would want to discuss further, enabling more examples and support, in class. To the point that class topics and themes and suggestions made their way into the assignment period and were subsequently referenced, with direct associations made to areas the tutor lectured upon, to help via their own coursework submissions.

Tutor Self-Reflection

- In reflection, it seems that any negative view(s) were possibly fuelled by concerns upon assessment expectations or attainment levels (given this was the first time the tutor was timetabled to see some of the students and take a class). The majority of the students performed well and did some strong work, between the initial proposal, through to final animated representations. For going forward there is further need to stress that this is L6 – very near graduation – and that there are underlying notions of *self-study* and *initiative* and *independent learning*. To dispel views that this is simply another introduction-to-animation, in order that students embrace the opportunity to do work that they want to feature on their (show)reels. It is often only a small minority (or simply one or two of the class) that provide less-than-constructive feedback, but therein lies the tutor's very own pedagogical assignment for 25/26, with more work to do ahead of September. Any adversity to the studies will only be met with more encouragement and animation-centric spaces, to provide room for *all* the students to create some provocative and engaging animated performances.

Module Tutor : Phil Organ

Date: May 2025